



The University of Lethbridge



2003 – 2007 Business Plan



The University of Lethbridge 2003-2007 Business Plan

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Executive Summary

About the University

The University of Lethbridge, a member of the system of Alberta universities, offers undergraduate degrees in the humanities, social sciences, natural sciences and mathematics; certificates, diplomas and undergraduate degrees in education, fine arts, health sciences, management and nursing; and graduate degrees at the Masters and Doctoral levels. A Board-governed institution, the University operates under the *Universities Act*, a government-approved Mandate Statement, Mission and Vision statements, and a Strategic Plan. The University of Lethbridge continues to build on its reputation as an exceptional research and teaching university.

With a focus on liberal education, smaller class sizes, co-op placements, excellence in teaching, and student involvement in research, the University of Lethbridge provides top-quality education. Our faculty and students are recognized nationally and internationally through their achievement of awards, scholarships and professional appointments.

Opportunities and Challenges

The University is facing a complex mixture of opportunities and challenges. Its growth in enrolment is providing opportunities to expand programs, improve attraction and retention, introduce new ideas, enhance the institution's reputation, expand research and scholarship, enhance graduate studies, and increase contributions to the community. Potential challenges of this enrolment growth include budget stresses from increased numbers of unfunded students, difficulties in recruitment and retention in a very competitive market, pressure on facilities, resources and services, and rising demand for student residences.

The number of University of Lethbridge students not funded by government grants has also grown. These "unfunded students" put pressure on U of L resources. The University of Lethbridge appreciates the additional funding that Alberta Learning has to date provided for unfunded students, but further funding is critical.

As student enrolment has risen, the number and proportion of students from outside Lethbridge and area has also increased. This further intensifies demand for student residences, and causes student recruitment and liaison costs to rise.

Attracting and retaining faculty and staff continues to be a challenge. Competition from other institutions creates difficulties for The University of Lethbridge in hiring new faculty for emerging needs, and retaining faculty at all stages of their careers. The University applauds the Alberta Learning Attraction and Retention grant, and hopes that additional funds will be allocated to address this ongoing issue.

The Alberta Learning Tuition Fee Policy has a significant impact on The University of Lethbridge. As dictated by this Policy, University tuition fees have been frozen because fee revenue has exceeded 30 percent of operating expenditures, even though the institution has lower fees than the other Alberta universities. The freezing of fees means that The University of Lethbridge cannot recover the costs of inflation, and is less able to offer salaries and other working conditions competitive with comparable institutions.

There are increasing demands on space at The University of Lethbridge despite the recent opening of the new Library and the Canadian Centre for Behavioural Neuroscience. Even with the addition of these new buildings, the University has the least teaching space per student among public postsecondary institutions in the province, and the least assignable space per students among Alberta universities. The University has completed a campus development plan that includes the campus development for the next 30 years that is necessary to accommodate potential growth. On the operating side, the facilities maintenance and deferred maintenance are putting serious fiscal demands on the University.

As one of the leading primarily undergraduate institutions in Canada for research, the U of L is committed to expanding its research programs. However, the indirect costs of research are a significant drain. The federal government is addressing the issue for the federal granting councils, but much remains to be done.



The University of Lethbridge continues to use technology to facilitate learning. The institution is committed to being a leader in the effective and appropriate use of technology in research and learning. While this commitment brings tremendous opportunity, it also poses financial and technical challenges.

Goals and Performance Measures

To help effectively address opportunities and challenges, The University of Lethbridge has set a series of goals, with associated actions and expected results. The institutional goals are: (1) Accessibility, (2) Academic Excellence, (3) Research excellence, (4) Community and public relations, (5) Student services, (6) Facilities and equipment renewal, and (7) Responsive and responsible operations.

The University has proposed eight performance measures to assess its progress related to the goals: (1) Enrolment, (2) Graduate Satisfaction, (3) Graduate Employment Rates, (4) Administration Expenditures, (5) Research Impact, (6) Research Intensity, (7) Research Impact, and (8) Research Council Success Rates. Annual reports track yearly progress on these performance measures.

Budget

The University of Lethbridge presents a balanced budget for the 2003-04 fiscal year, but predicts imposing deficit cutbacks in future years to achieve balanced budgets. The University is dedicated to cost containment and continuous quality improvement, and takes its fiscal responsibility seriously.

The University of Lethbridge continues to have a positive economic impact, generating 1,699 jobs and injecting \$123 million into the local economy.

The general fund revenue budget will increase by \$3.09 million in 2003-04, due to increases in instructional fees, enrolment, and grants. The single largest source of revenue for The University of Lethbridge is government grants. Government grants from past years, such as Access funding and performance envelope funding, have to date not been announced. Consequently, these grants have not been built into the projected budgets.

Since 1993-94, the amount of operating grant per student has fallen by almost 30 percent for each student. This must be addressed to ensure continued high quality education.

The 2003-04 fiscal year will see an 8.1 percent increase in instructional fee revenue and, for the first time in three years, an increase in instructional fees. The University of Lethbridge tuition fee cap (under the Tuition Fee Policy) is presently at 28.6 percent.

The growth in the expenditure budget has outpaced the growth in revenues. The largest expenditure is compensation costs, which make up about 81 percent of the total operating cash expenditures. Fixed costs and the cost of information resources continue to escalate. Another important expenditure is funding for technology initiatives to make operations more efficient and effective.

Enrolment Plan

The University of Lethbridge has proposed expansions in undergraduate programs in Arts and Science, Management, Multimedia, Addictions Counselling, and First Nations Teacher Education, and at the graduate level in its Masters and Doctoral programs. These proposed expansions would help meet unmet market demand. The expansions will not be possible, however, unless the government revises the Tuition Fee Policy to allow The University of Lethbridge to charge the same fees as other Alberta universities.

Capital Projections

In the renewal and upgrading of capital assets, The University of Lethbridge faces challenges in deferred maintenance, the upgrading of services for new buildings, and needed research space. Priority long-term projects include continuation of the Technology Access Program to upgrade computers, a Faculty of Management building, a water resources research facility, student residences, and a regional cultural/wellness centre. These projects would accommodate future planned expansion of the University's teaching, research, and community service operations.



1.0 Institutional Context

1.1 Mandate Statement

The University of Lethbridge is a Board-governed institution functioning under the *Universities Act* as a member of the system of Alberta universities. It offers instructional programs at the Bachelor's level in the humanities, the social sciences, the natural sciences, and mathematics within its Faculty of Arts and Science. It also awards University certificates, diplomas, and undergraduate degrees in Education, Fine Arts, Health Sciences, Management and Nursing. At the graduate level, The University of Lethbridge offers a Master of Education (M.Ed.), Master of Arts (M.A.), Master of Science (M.Sc.) and a special case Doctor of Philosophy (Ph.D.). It stimulates and supports basic research and scholarly activity in all disciplines in which it gives instruction, and conducts certain lines of applied research of special relevance to the region or to the province.

The University offers collaborative programs with various community colleges, including post-diploma degrees in Agricultural Studies, Environmental Science, Fine Arts, Management, and Nursing. It encourages, through its Management, Education, and Arts and Science faculties, active development of educational opportunities in Native American Studies for Native American students through off-campus and on-campus programs.

The University of Lethbridge provides non-credit continuing education programs throughout the region. It also supports artists' workshops and makes its cultural programs and facilities available to the wider community.

Approved by the Minister, May 23, 2001

1.2 Mission and Vision

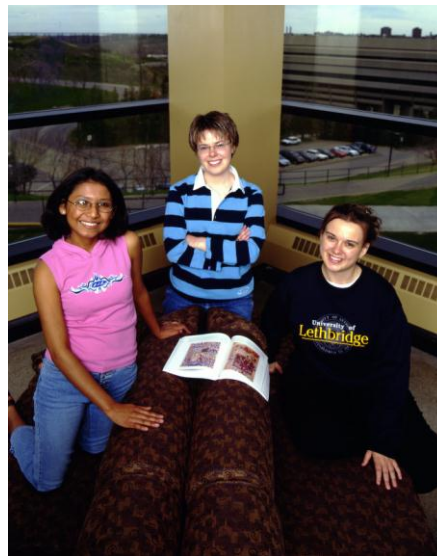
Our Mission

The University of Lethbridge exists to develop individuals who are creative and inventive discoverers, leaders and independent learners, well prepared to contribute significantly to their local, national, and global communities. We, The University of Lethbridge, care about what our students, staff, and faculty need to achieve this goal. Thus, we provide excellent programs with a liberal education focus, outstanding and inspirational teaching, intellectual horizons that extend far beyond the boundaries of our community, quality services, an inclusive and diverse campus within a climate of respect, high quality facilities and resources, and a commitment to responsible action.

The University also has a social responsibility to protect free inquiry and scholarship, and to push the frontiers of current knowledge through innovative research. Taking this responsibility seriously, we cultivate a community that fosters intellectual exchange, creativity, originality, and discovery.

Our Vision

The University of Lethbridge strives to build the most vital and engaging learning environment in Canada, through superior teaching, research, and creative achievement.





1.3 Strategic Plan

Approved by the General Faculties Council on January 6, 2003, and by the Board of Governors on February 13, The University of Lethbridge *Strategic Plan, 2003-2008* is now complete. The result of an extensive and consultative process, the Strategic Plan contains the mission, vision, fundamental principles, and strategic priorities. It will guide The University of Lethbridge for the next five years.

For the complete Strategic Plan, see Appendix One (page 40).

1.4 Environmental Scan

Enrolment Growth

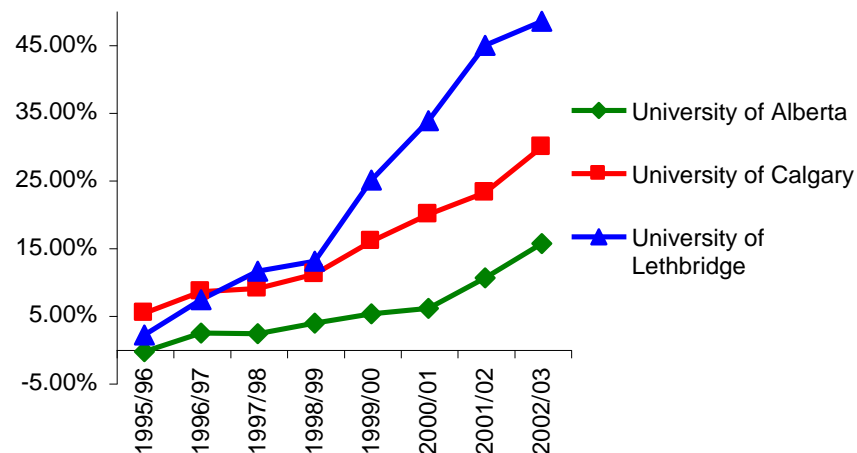
The University of Lethbridge continues to be the first choice for many students across Alberta, and beyond. Since 1994/95, University enrolment has increased by about 33 percent, a larger increase than the University of Calgary or the University of Alberta (see Figure 1).

There were 7139 in 2002, up from 6968 students in fall 2001. (See Figure 4: Enrolment 1996-2001, page 23 for more details.)

Increases in enrolment present both opportunity and challenge—the opportunity for the University to grow, and the challenge to accommodate these students effectively. The opportunities of enrolment growth include:

- *New or expanded programs*—With increasing student enrolment, the University will have the opportunity to consider the expansion of programs, and the development of new programs or faculties.
- *Attraction and retention*—Potential students and faculty may view a growing University as a more dynamic and desirable environment in which to study and work.
- *Infusion of talent and ideas*—A growing student and faculty body will infuse new talent and ideas into the University.

Figure 1: Percentage Increase in Fall Enrolment at Alberta Residential Universities Relative to 1994



- *Increased reputation and profile*—As the University grows in size, attracts more high-quality students, instructors and researchers, and increases its reputation, it will gain a higher profile.
- *Research and scholarship*—With more high-quality faculty there will likely be an increase in research, scholarship, and creative activity. An expanded University may also be more able to build more research initiatives with national and international focus, such as the Water Institute for Semi-arid Ecosystems (WISE).
- *Enhancement of graduate studies*—A growth in student population will likely result in more graduate students, urgently needed in Alberta and across Canada.
- *Community*—As the University grows, so its financial and cultural contribution to the community will increase. Both the University and the community will benefit from a more closely tied relationship.



The potential challenges of enrolment growth include the following:

- *Budget*—The University can no longer afford the additional operating costs associated with unfunded students, and enrolment growth puts pressure on capital facilities.
- *Student-centred approach*—The University’s commitment to being a student-centred institution may suffer, because of an increasing student-faculty ratio.
- *Faculty recruitment and retention*—More students require more faculty. Attracting and retaining faculty in a tightening market will be a challenge.
- *Physical facilities, resources, and services*—Finding adequate space, resources, and services to accommodate increasing numbers of students, faculty, and staff will be a challenge.
- *Student housing*—Increasing enrolments and a rising out-of-town student population will increase the need for more student residences. Because the University, proportionately, has both the lowest number of residence beds and the highest number of out-of-town students, recent market research shows overwhelming demand for on-campus housing. Research also shows that living on campus enhances students’ learning experiences.

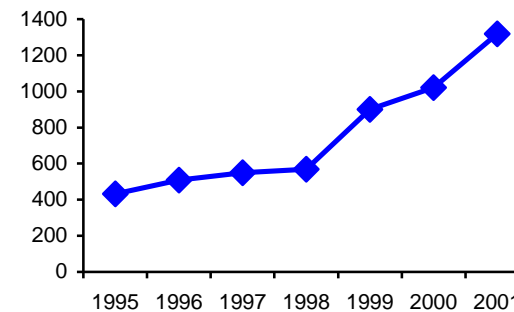
Our strong growth is due to our growing provincial and national reputation and to growing demand. In the past few years, Alberta Learning has approved a number of graduate programs, which have allowed us to enhance our reputation for providing opportunities at the undergraduate and graduate levels. Although graduate student numbers are modest, they are crucial in attracting and retaining excellent faculty, in supporting growth in research programs, and in making us more attractive to prospective undergraduates. Due to the large enrolment increase at the institution, the proportion of graduate students has actually declined, and must be increased to meet internal and external needs. Alberta continues to produce graduate degrees at an anomalously low rate.

To date, internal efficiencies and Access Program funds have allowed us to provide seats for all qualified students who wish to attend our institution. However, The University of Lethbridge is now forced to stabilize its enrolment, due to decreasing funding per student. See section 4.0 Enrolment Plan (page 32) for more details.

Unfunded Students

Since 1995, our resources have been stretched by a growing number of unfunded students¹ attending the University. Figure 2 shows the number of unfunded FLEs² from 1995 to 2001.

Figure 2: Unfunded FLEs 1995-2001



Alberta Learning has partially addressed the funding for 538 previously unfunded students by providing \$1,000 grant per student. Although this additional funding is greatly appreciated, it is less than one-sixth of the average grant per student, and further funding is urgently required.

¹ Students not funded by government grants.

² FLE = Full Learner Equivalent.



At present, the only way for the University to increase the level of resources per student is to reduce the number of students, and increase the fees per student to recover lost revenue, a prospect that is distasteful and dysfunctional.

Market Developments

The University of Lethbridge competes successfully with institutions in Alberta and across the nation. Since 1996, the number and proportion of students that originate from Southern Alberta has declined, and the number and proportion of students from Calgary, Edmonton, and elsewhere in Canada has increased (see Table 1).

These numbers show how competitive the University has become in the province and the country, but they also present challenges. With more out of town students, costs of recruiting and liaising with prospective students increase. It also puts pressure on the University for more residences.

On-campus residences are very important to the University for recruitment, and are important for the students. It has been statistically proven that those students who live on-campus generally have higher academic achievements, and participate more fully in academic life.

Despite competition for students among postsecondary institutions in Canada, The University of Lethbridge has successfully attracted students by maintaining smaller class sizes, providing a sense of community, more access to faculty, national and international opportunities, state-of-the-art teaching space and laboratories, and access to cutting-edge computer technology.

Table 1: Geographic Source of Students, 1997-2001

		Fall 97	Fall 98	Fall 99	Fall 00	Fall 01
County/ Census Division	Athabasca	21	21	35	40	44
	Bonnyville	30	32	38	29	28
	Calgary	834	931	1174	1410	1525
	Camrose	57	46	61	74	88
	Edmonton	315	364	480	526	619
	Fort Macleod	296	285	344	344	396
	Fort McMurray	33	39	39	56	47
	Grande Cache	8	9	8	7	8
	Grande Prairie	46	49	64	69	87
	Hanna	32	31	28	37	36
	Hinton	13	14	22	18	18
	Lethbridge	2324	2288	2174	2021	2114
	Medicine Hat	197	198	208	233	259
	National Parks	22	20	21	28	37
	Red Deer	145	122	145	189	218
	Rocky Mtn House	67	59	62	66	66
	Slave Lake	14	18	13	10	10
Vulcan	123	114	137	143	155	
Wainright	48	47	49	56	61	
Province / Territory	Alberta	4625	4687	5102	5356	5816
	Atlantic Canada	4	3	6	11	13
	British Columbia	343	356	423	484	522
	Manitoba	14	15	28	44	46
	NW Territories	37	41	43	46	53
	Ontario	52	74	91	96	94
	Quebec	3	5	5	5	7
	Saskatchewan	154	134	158	198	225
Yukon Territory	10	12	25	22	34	
Nation / Region	Asia	69	68	88	78	100
	Canada	5242	5327	5881	6262	6810
	South America	-	13	10	5	3
	USA	16	10	11	11	17
	Other	34	14	19	54	38



Northern Campuses

The University is committed to providing access to degree programs for Albertans. This is especially evident in our Bachelor of Management degrees for post diploma students in Calgary and Edmonton. Almost 900 students attend our classes in Management, Arts and Science, and Fine Arts at our Calgary and Edmonton campuses. These unique programs have been especially successful.

This success has, however, resulted in significant demands on administration, faculty, staff, and the Student Union.

Faculty and Staff Attraction and Retention

Attracting and retaining staff is a challenge. Relative to comparable institutions, the University of Lethbridge has lower starting salaries and higher workloads. Now that retirements and expansion across the country and in the USA has opened the job market, especially for academics, the University must be competitive in compensation packages, workloads, and research opportunities to recruit and retain highly talented and productive people. With the increased pressure from larger institutions, staff attraction and retention will continue to be a challenge.

The specific challenges we face in attracting and retaining staff are:

- Hiring new faculty to meet emerging needs.
- Retaining faculty who are still relatively early in their careers.
- Retaining mid- and late-career faculty with strong academic records, who are urgently needed to guide the development of junior faculty.

Although senior faculty members have salaries comparable to those elsewhere, the median salary for assistant professors at The University of Lethbridge is below the national median because they were hired when market rates were depressed. Other universities are now actively recruiting faculty members from The University of Lethbridge.

The loss of a faculty member poses at least three problems:

1. The financial and other costs of hiring and establishing a replacement.
2. New hiring is done at rapidly increasing market rates.
3. The likelihood that the replacement will be less experienced and not as well established in their research pursuits than the person being replaced.

In February 2001, Alberta Learning began distributing a special Faculty Attraction and Retention grant. This grant is a significant recognition of this serious issue. The University hopes that additional funds will be allocated to attraction and retention to enable the institution to compete on an equal footing, by allowing us to offer attractive compensation for faculty.

Tuition Fee Revenues

Alberta Learning's Tuition Fee Policy has a significant impact on The University of Lethbridge. Instructional fees are the second largest revenue source for the University's general operating revenue budget. For the first time in three years instructional fees at The University of Lethbridge will increase, effective for the 2003-04 fiscal year. In the prior three years instructional fees were frozen at the 2000 year level in accordance with Alberta Learning's Tuition Policy which restricts increases in tuition fees if the institution's revenue from fees totals 30 percent or more of their general operating expenditures. The University's tuition fee cap is currently at 28.56 percent due to the increase in government grants in operating support of the new buildings on campus, the federal government's provision of overhead research grants, and the increase in faculty attraction/retention funds.



Table 2: Tuition Fee Policy Compliance, 2001-02

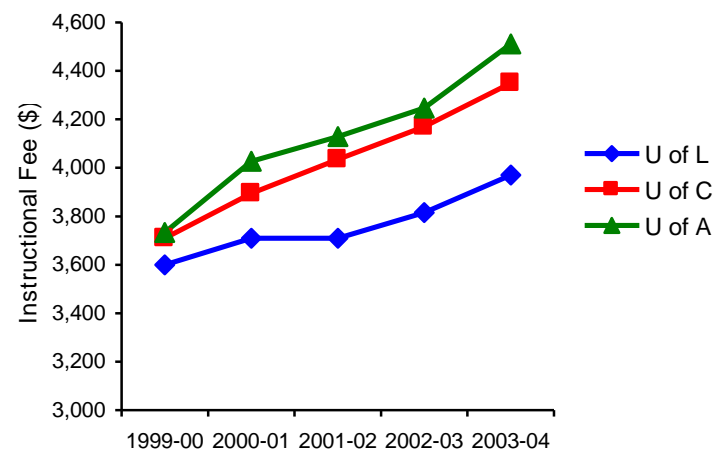
Total Tuition Fee Revenue (from programs under the Tuition Fee Policy)	\$21,438,412
Net Operating Expenditures	\$75,079,497
Tuition Fee Revenue as a percentage of Net Operating Expenditures	28.56 %

The Tuition Policy considers total tuition revenue, and not tuition revenue per student, which puts The University of Lethbridge at a disadvantage as it relates to tuition fee increases. The large number of students not funded by government grants at the University (see Figure 2, page 3) contributed to the institution exceeding the 30 percent cap on tuition revenue in previous years.

Even though the University was able to increase tuition fees for the 2003-04 fiscal year, we anticipate that the tuition cap will soon be reached in future years, again restricting our ability to increase tuition fees to the level of other Alberta institutions and in keeping with the increase in inflation.

The University of Lethbridge was the only Alberta university that had reached the cap, even though our fees are lower than those of the other Alberta universities offering similar programs (see Figure 3, page 6). The resulting loss of revenue from lower tuition fees reduces The University of Lethbridge’s ability to hire qualified faculty and to maintain and upgrade classrooms and laboratories. It is a disincentive to institutions that admit additional students without a corresponding grant increase (i.e. “unfunded” students).

Figure 3: Alberta Mandatory Fee Comparison



Space

Academic And Research Space

There are increasing demands on space at The University of Lethbridge, despite the recent opening of the new University Library and Canadian Centre for Behavioural Neuroscience (CCBN). Even with the University Library and CCBN, the University has the lowest amount of teaching space per student among public postsecondary institutions in the province, and the least assignable space per students among Alberta universities.

At 12,996 net assignable sq.m., the University Library more than doubles the size of the library (which had 5637 net assignable sq.m.). It has 353 new classroom seats, 850 individual study spaces, and 78 study spaces in group study rooms. Every study area is wired with fibre optic cable for access to information technology.



The vacated library space, about 5,385 sq.m., has been remodeled to include additional classroom space, computer labs, fine arts studio space, faculty offices, and seminar rooms. This renovation brings our inventory of classroom seats to 4,064, which will support an enrolment of about 6800 FLEs. The additional space does not, however, resolve the shortfall in space for teaching laboratories, faculty offices, and research laboratories that will be required as we grow.

The CCBN houses researchers working in The University of Lethbridge's Department of Psychology and Neuroscience. It provides 2205 net assignable sq.m. for research labs, and increased space for graduate student research and post-doctoral researchers.

All new building space must be maintained at a level that meets the requirements for student learning and research. Consequently, we expect more pressure on the operating budget, as the University extends maintenance, custodial, utility, and other building support to the new facilities.

General Campus Space

There is an urgent and growing need for general campus space (i.e., space other than academic and research space). Specific needs are cultural space, recreational space, and student housing. The development of general campus space has not kept pace with other campus development. One-time funding through Access Programs, and the debt absorbed by our institution for the construction of the University Library, does not allow us to address these needs.

The University recently completed a campus development plan. This plan provides a guide to the development that will be needed as The University of Lethbridge grows. Prepared using extensive consultation with members of the internal and external University communities, the plan determined appropriate building locations and the associated infrastructure required to accommodate potential growth.

Research

The University has the opportunity to reinforce its position as one of the leading smaller research institutions in Canada. The University takes pride in being ranked at the top of this group in the Medical/Science grants category,³ and is committed to increasing its success rate with the Social Sciences and Humanities Research Council.

The University of Lethbridge received seven Canada Research Chairs under the Canada Research Chairs Program established by the Government of Canada. We are committing these Chairs to recruiting new faculty. We have also established an internal chairs program to reward research excellence in the existing faculty.

The Government of Canada recently announced initiatives in "Achieving Excellence" and "Knowledge Matters" through its innovation strategy. The University is very supportive of this strategy, which recognizes knowledge as a strategic national asset, and advocates strengthening learning and research in Canada.

A significant issue with the success of our research programs is the challenge of funding the indirect costs of research. It is estimated that indirect research costs to the institution are 40 cents for each dollar spent on research. For a small institution, this is a significant drain on resources.

Industry Minister Allan Rock announced on March 8, 2002 that The University of Lethbridge was to receive over \$800,000 for the 2001-02 fiscal year to help support the indirect costs associated with federally sponsored research. This investment helped the U of L strengthen its research programs and attract and retain the best minds.

Measures to address the indirect costs of research must endure, so that The University of Lethbridge can continue to be successful in its research endeavours.

³ In the 11th annual Maclean's Magazine survey of postsecondary education in Canada, the University of Lethbridge was first place in medical and science grants among the country's 21 primarily undergraduate universities.



Creativity

The University's art collection of approximately 13,000 works is one of the most significant in Canada. It is the largest university art collection in Canada, and at \$34 million, probably the most valuable.

Its strength is the diversity of the works, by artists from Canada, USA, and Europe working in painting, drawing, printmaking, sculpture, photography and installation. The majority of works span the 19th and 20th centuries, but there are works from earlier periods, and the collection continues to grow with 21st century additions.

The University of Lethbridge art collection is an important resource for teaching and research. It plays a central role in teaching for studio and museum studies courses. Having a large art collection within a university provides tremendous potential for the campus, local community, and communities across the country. The collection has a unique position in Canada, given that most universities have small collections covering a fixed range, while public galleries with large collections cannot focus on teaching and research.

Technology in Research and Learning

The University uses technology in support of our core competence: promoting learning conversations among students and academic staff. We are committed to using technology to facilitate these personal contacts, not supplant them. Our aim is to graduate students who are adept at using communications technologies to meet a range of learning objectives, and skilled in using technology to enhance teaching, scholarship and administrative functions.

We are dedicated to being a leader in the effective use of technology in research and learning. The University of Lethbridge may well be the best-networked institution in Canada, providing high bandwidth Internet access for all students, faculty, and staff. Committing to technology leadership brings tremendous opportunities to expand the University's tradition of excellence in academic achievement, research, and student services. It also brings the challenges and costs of keeping up with the demands of technology.

The University's current technology initiatives include the following:

- Database development in Field Experience, Student Program Services, and Graduate Studies, which allows interface between these units and the Office of the Registrar.
- Development of online examinations. This initiative reduces the cost of in-class examinations, and provides more flexible examination hours for students.
- Implementation of degree audit software. This project has the potential to reduce workload in the manual degree audit area.
- Electronic access to back issues of scholarly journals, which would reduce the number of interlibrary loan requests, provide for desktop delivery of information, and reduce the costs of stack maintenance.
- Development of online processes for registration and other services delivered through the Student Information System, Human Resources, Financial Services, Materials Management, and Institutional Advancement.



The Global Television Multimedia Centre



- Development of a computer application to share information between Research Services and Financial Services.
- Broadband Enabled Lifelong Learning Environment (BELLE)—We are one of the partners in this project, which is funded under the CANARIE Learning Program,⁴ and led by Netera Alliance.⁵ The project aims to create a searchable database of multimedia learning materials.
- Multimedia Advanced Computational Infrastructure (MACI)—The University is a participant in this high-performance computing system. MACI's goal is to establish and maintain an advanced communication and computation infrastructure for researchers in the private, university, and government sectors.
- Western Canadian Research Computing Grid (WestGrid)—The University is a participant in this proposal, which is a collection of high-performance computing facilities, data storage facilities, collaborative work sites, networks, and human resources. It integrates the computing needs of eight institutions in Alberta and British Columbia, creating a shared high-performance computing resource.

A significant technology-related challenge will be to maintain adequate support for the use of technology in teaching. Currently, our Curriculum Re-Development Centre supports faculty members in learning how to use technology effectively in teaching. With the discontinuation of the Learning Enhancement Envelope funding, we need an alternative funding source to continue this important function.

The University of Lethbridge has been very progressive in providing technology to its students. A recent student survey

⁴ The CANARIE Learning Program, a \$25 million shared-cost funding initiative, encourages the development and use of broadband networks in education and training.

⁵ Netera Alliance is a not-for-profit corporation comprised of universities, research institutions, government, and private sector companies. It aims to facilitate the development of advanced information infrastructure in Alberta.

showed that 85 percent of our students think access to computer technology on campus is exceptional. Our challenge will be to maintain this level of satisfaction, and to keep the University at the forefront of applicable technology.

Facilities Maintenance

The cost of maintenance is increasing pressure on our budget. Deferred maintenance on university facilities is estimated at \$62 million. This is the cost of repairs and maintenance to bring our present facilities up to an acceptable standard. The University is working with Alberta Infrastructure to address this serious issue.

Fundraising

Capital projects, and the need for more space, have challenged the University to seek increased financial support from granting agencies and the community. Soliciting donation funds is always a challenge, due to competition from other organizations seeking similar funding.

The University established an Institutional Advancement Office (IAO) in January 2001, to position the University strategically in its development efforts. This office coordinates fundraising, development, alumni relations, communications, and marketing to further the goals, mandate, and mission of the University.

The communications component of the IAO aims to promote the organization internally and externally, so its mission, work, and objectives are more widely understood. The development aspect of the IAO focuses on increasing financial support for the University through gifts and grants from individuals and organizations.



2.0 Goals and Performance Measures

2.1 Goals

Goal 1: Accessibility

The University of Lethbridge will provide access to quality academic programs for as many qualified students from the secondary school system and college transfer programs as it can accommodate.

Strategies	Actions	Expected Results
A. Continue to support appropriately funded, selective growth of the institution.	Based on the capabilities of the University and the needs of students, develop quality programs. Continue to build relationships with high schools in primary target areas. Continue to build relationships with colleges. Increase community visits to exchange information with stakeholders. Provide prospective students with clear evidence on the benefits of postsecondary education, and the specific advantages of attending The University of Lethbridge.	Enrolment targets will be met for all Access-funded programs at the University. The number of new entrance and transfer scholarships will expand in the next three years. The number of campus events for new applicants will increase. Community visits will increase.



Strategies	Actions	Expected Results
B. Improve our commitment to support First Nations education.	<p>The University will undertake research to identify actions that will increase the participation and success of First Nations students at the University.</p> <p>In collaboration with appropriate partners, the University will identify, develop, and seek funding for programs that meet the educational aspirations of First Nations people.</p> <p>The Faculty of Education will develop a First Nations teacher preparation program.</p> <p>The University will expand opportunities for all students to gain understanding of First Nations cultures and issues.</p> <p>The University will encourage and support research to advance First Nations culture, improve the quality of life of First Nations peoples, and improve relationships between First Nations and other communities.</p> <p>The University will hire an Aboriginal Student Advisor and initiate programs of support for aboriginal students.</p>	<p>The number of First Nations people attending and graduating from the University will grow substantially.</p> <p>The University will expand the number of teachers, managers, and others with academic, cultural and professional knowledge and skills related to First Nations culture.</p> <p>The number of non-Aboriginal students taking courses that deal with First Nations culture and issues will increase.</p> <p>Improved support services to First Nations students, with a focus on improving recruitment and retention.</p>
C. Enhance the process of Internationalization on campus.	<p>Actively recruit in a limited number of selected international markets.</p> <p>Actively recruit international students that are currently in Canada in feeder schools and colleges.</p> <p>Continue with current international exchange programs, and explore new opportunities in this area.</p> <p>Increase scholarships available for international students.</p> <p>Improve local support for international students on-campus and in the community.</p>	<p>The number of international students at The University of Lethbridge, which has increased 20 percent in the last year, will continue to increase to reach a target of seven percent of total enrolment.</p>



Goal 2: Academic Excellence

The University of Lethbridge will retain and enhance its national reputation as an outstanding primarily undergraduate university. The U of L will continue to be a student-centered institution, committed to offering the best possible programs and services.

Strategies	Actions	Expected Results
A. Continue to maintain academic programs of exceptional quality that meet the needs of students and the community.	<p>Continue to recruit word-class faculty for new and existing academic programs.</p> <p>Systematically review programs and majors to ensure continuing quality.</p> <p>Continue to offer comprehensive student-professor interaction and small class sizes, particularly in upper-level courses.</p> <p>Combine innovative teaching and research methods with the effective use of emerging technologies to meet the educational goals of our students.</p> <p>Continue to ensure students have access to the latest technology for academic purposes.</p> <p>Partner with industry and other agencies to ensure that co-op and other experiential programs have sufficient capacity for all students who wish to participate.</p>	<p>The academic units will prepare staffing plans and hire academic staff for new and existing programs.</p> <p>The University will conduct a number of surveys each year to monitor student satisfaction with the University's programs and services.</p> <p>The University will provide students and faculty with the most effective technology for academic purposes.</p> <p>Continuous upgrade of the campus-wide network system, and the expansion of bandwidth for Internet access.</p>
B. Create opportunities that prepare students for success in their personal lives and careers.	<p>Review programs in light of the emerging needs of Alberta and Canada, and the changing interests of students, to identify potential high priority programs.</p> <p>Continue to apply the University's principle of liberal education to all undergraduate programs.</p> <p>Combine innovative teaching and research methods with the effective use of emerging technologies to offer students a broad range of learning opportunities.</p> <p>Systematically review programs and majors to ensure continuing quality.</p> <p>Ensure that all students have access to career counselling services so that they are able to make a successful transition to careers.</p>	<p>Graduates will be prepared to tackle a wide range of challenges.</p> <p>Graduates will have transferable, knowledge-based skills.</p> <p>The University will continue to offer degree programs in traditional academic areas and degree programs that address the career interests of students.</p>



Goal 3: Research Excellence

The University of Lethbridge is committed to excellence in research for students and faculty. The U of L will develop a more balanced funding approach, and will increase research support in the social sciences and humanities.

Strategies	Actions	Expected Results
A. Continue to build a strong research program, with nationally and internationally recognized researchers and scholars.	<p>Create a vital and engaging intellectual climate that supports inquiry at all levels and permeates the instructional programs.</p> <p>Sustain and enhance the University's basic research program, including research supported by the national and provincial granting councils.</p> <p>Expand applied research based on existing and emerging areas of research excellence and with attention to regional and provincial needs. Disseminate this knowledge to the wider community through technology transfer.</p> <p>Where appropriate, commercialize research to contribute to the national target of tripling commercialization by 2010.</p> <p>Maintain the quality and productivity of researchers.</p> <p>Provide adequate research space, equipment, access to information, and other necessary research infrastructure.</p> <p>Continue to recruit excellent faculty, and ensure that they receive the necessary assistance to establish their scholarly careers at the University.</p> <p>Build research partnerships with federal and provincial agencies, with the University of Calgary and University of Alberta, and with world-class institutions and research groups beyond Alberta.</p> <p>Promote the University's researchers and their research programs within government, industry, and the academic community.</p> <p>Develop and implement a communications plan to raise public awareness of the quality and scope of research, scholarship, and creative activity at the University.</p>	<p>The amount of research activity at the University will increase. The University's total funded research will double within three years.</p> <p>The University's reputation for research will continue to grow.</p> <p>The assignments of newly hired faculty will reflect their need to establish both their research and teaching careers.</p> <p>Undergraduate student involvement in research will double.</p> <p>The number of students graduating from research-based graduate programs will double.</p>



Strategies	Actions	Expected Results
B. Continue to provide research opportunities for our undergraduate and graduate students.	<p>Establish and fund University of Lethbridge Research Chairs and Canada Research Chairs in the next three years.</p> <p>Establish a fund to support short-term research assignments, to be awarded through peer reviewed competition.</p> <p>Aggressively pursue student research funding through NSERC, AHFMR, Alberta Ingenuity and other agencies.</p> <p>Increase funds provided internally for the Chinook Summer Research Awards.</p> <p>Develop and implement a competitive system of graduate teaching assistantships, graduate research fellowships, and graduate research assistantships.</p>	<p>The University of Lethbridge will maintain and enhance its reputation as a national leader in undergraduate involvement in research, and will build its reputation at the graduate level.</p> <p>The University of Lethbridge will approve and fund a consistent funding mechanism for students in research-based graduate studies.</p>



Goal 4: Community and Public Relations

The University of Lethbridge will continue to build and enhance a strong university presence in the local and provincial community.

Strategies	Actions	Expected Results
A. Continue to build strong ties with the community.	<p>Establish a communications plan to regularize the University's two-way consultation with the community.</p> <p>Continue to build responsive, high quality degree programs that are well adapted to the needs of prospective students.</p> <p>Offer educational, recreational, and fine arts programs to the community.</p> <p>Continue our annual showcase speaker events, which are open to community members.</p> <p>Expand the University's Web site as a key channel for marketing and community/student relations.</p> <p>Encourage faculty and staff involvement in the community.</p> <p>Continue to build partnerships in the community with the City of Lethbridge, other local governments, businesses, and government institutions.</p> <p>Maintain the broad representation from the community on the Senate.</p> <p>Use the Senate and its Outreach Committee to maintain and enhance connections with the community.</p>	<p>Increased financial support from the community in the form of donations for scholarships and capital projects.</p> <p>Business leaders, scientists, and other members of the community will continue to serve on committees, and as sessional lecturers.</p> <p>Increased University-community integration and interaction.</p>



Goal 5: Student Services

The University of Lethbridge will identify the needs of students and employers when developing student services, and respond to student and community concerns and requirements whenever possible.

Strategies	Actions	Expected Results
A. Provide students, faculty and staff with exceptional access to information technology and resources.	<p>Continue to support high-speed network access for all students, faculty and staff.</p> <p>Implement WestGrid, and participate in other provincial and national initiatives, such as Netera, SuperNet, BELLE, and Canarie.</p> <p>Maintain excellence in our library system by moving selectively toward electronic-based library materials, preserving our current holdings, and adding appropriate new print materials.</p> <p>Increase electronic access to scholarly journals through the National Site Licencing project, and other initiatives.</p>	<p>Improved access to information.</p> <p>Better integration of technology to enhance learning in academic and research programs.</p>
B. Identify and update services required by students.	<p>Continue with the existing program of externally and internally managed surveys of students, from before entry to after graduation.</p> <p>Implement the recruitment tracking and degree audit modules in the Student Information System, and use the resulting information to increase effectiveness and efficiency of the University's processes.</p> <p>Provide one-time and continuing funds to allow the initiation and maintenance of new student services identified in the student surveys.</p> <p>Continue to provide athletic services and recreation programs for students.</p> <p>Increase counselling and career planning resources available to students by implementing an internship program with graduate students in Counselling Psychology.</p>	<p>Improved satisfaction ratings on surveys.</p> <p>Improved services to current and prospective students.</p> <p>Improved efficiency.</p> <p>Improved retention and completion rates.</p>



Strategies	Actions	Expected Results
C. Extend access to services for students, faculty, staff, and community, using emerging technologies where appropriate.	Increase services supported by voice response technology and the Web. Automate routine tasks, allowing staff to work directly with students on complex and unique student issues. Ensure continuing access to recreational and cultural facilities (e.g., fitness centre, health centre, fine arts performances, art gallery).	The University of Lethbridge will provide the following services electronically by 2005: <ul style="list-style-type: none">- Automated tracking of student applications for admission.- Web-based individual student final exam schedules.- On-line advising and program audit. Automated support for front-line services in the areas of scholarship, student finance, and recruitment. Planning for automated degree auditing began in 2002. Improved efficiency.



Goal 6: Facilities and Equipment Renewal

The University of Lethbridge will expand and upgrade academic, research, and support facilities to sustain enrolment growth. The U of L will address essential infrastructure and building renewal needs, based on available opportunities and resources.

Strategies	Actions	Expected Results
A. Address the increased demand for postsecondary education by ensuring that the proper facilities, equipment, and infrastructure are available when required.	<p>Implement the Campus Master Plan as the guide to future development of the campus.</p> <p>Annually identify and prioritize new building projects and building renewal projects, as part of the three-year capital budget process. Current priorities are the Centre for Leadership and Change, the Regional Cultural/Wellness Centre, and student residences.</p> <p>Continue to prioritize and fund academic equipment renewal as part of the three-year capital budget process.</p> <p>Continue to update the Facility Infrastructure Renewal Inventory and use it as a guideline to plan for improvements annually.</p> <p>Continue to perform life cycle costing of new systems, and annually set up plans to fund them.</p> <p>Continue to provide the most up-to-date technology for students in laboratories and classrooms.</p>	<p>The University will produce plans to increase student residences, and will identify ways to meet space requirements with the new Access programs for which the institution is currently applying.</p>

**Goal 7: Operate Responsively and Responsibly**

The University of Lethbridge will operate in a manner that is fiscally responsible, forward thinking, and responsive to the needs of students, faculty, government, society, and the economy.

Strategies	Actions	Expected Results
A. Increase tuition fees to the Alberta average.	Consult with students to achieve tuition fee rates that support quality academic programs. Work with Alberta Learning to review the Tuition Fee Policy, and make it more responsive to the needs of students and institutions.	The high quality of education at the University will continue. The University's budget will be balanced. Educational opportunities at the University will continue to be accessible.
B. Pursue funding from external sources.	Develop partnerships with industry to provide contracted services that support academic programs. Meet the fundraising objectives set out in the Institutional Advancement strategic plan. Continue with Board of Governor-approved four-year budgets, which approve the current year's budget and give approval in principle for the budget for the next three years.	The University's budget will be balanced. The Office of Institutional Advancement will develop relationships with individuals and organizations to advance the mission of the University.



2.2 Relationship of University of Lethbridge Goals to Ministry Goals

U of L Goals	U of L Strategies	Alberta Learning Goals	Alberta Innovation & Science Goals	Alberta Human Resources & Employment	Alberta Government Goals
1. Accessibility	A. Continue to support appropriately funded, selective growth of the institution.	Goal 1: High quality learning opportunities. Goal 4: Effective working relationships with partners.		Goal 2: Alberta's workforce will be skilled, productive, and self-reliant.	Goal 6: The well being and self-reliance of Aboriginal people will be comparable to that of other Albertans. Goal 8: Alberta's workforce will be skilled and productive.
	B. Improve our commitment to support First Nations education.				
	C. Enhance the process of internationalization on campus.				
2. Academic Excellence	A. Continue to maintain academic programs of exceptional quality that meet the needs of students and the community.	Goal 1: High quality learning opportunities. Goal 2: Excellence in learner achievement. Goal 3: Well prepared learners for lifelong learning, world of work and citizenship.	Goal 1: Maximize the international competitiveness of Alberta's science and research system.	Goal 2: Alberta's workforce will be skilled, productive, and self-reliant.	Goal 3: Alberta students will excel. Goal 8: Alberta's workforce will be skilled and productive.
	B. Create diverse opportunities that prepare students for success in their personal lives and careers.	Goal 4: Effective working relationships with partners.			



U of L Goals	U of L Strategies	Alberta Learning Goals	Alberta Innovation & Science Goals	Alberta Human Resources & Employment	Alberta Government Goals
3. Research Excellence	<p>A. Continue to build a strong research program, with nationally and internationally recognized researchers and scholars.</p> <p>B. Continue to provide research opportunities for our undergraduate and graduate students.</p>	<p>Goal 1: High quality learning opportunities.</p> <p>Goal 2: Excellence in learner achievement.</p> <p>Goal 3: Well prepared learners for lifelong learning, world of work and citizenship.</p> <p>Goal 4: Effective working relationships with partners.</p>	<p>Goal 1: Maximize the international competitiveness of Alberta's science and research system.</p> <p>Goal 3: Promote effective application of science and research for improving the stewardship of Alberta's resources and environment.</p> <p>Goal 4: Promote the benefits of science and innovation within Alberta.</p>	<p>Goal 2: Alberta's workforce will be skilled, productive, and self-reliant.</p>	<p>Goal 8: Alberta's workforce will be skilled and productive.</p>
4. Community and Public Relations	<p>A. Continue to build strong ties with the community.</p>	<p>Goal 1: High quality learning opportunities.</p> <p>Goal 2: Excellence in learner achievement.</p> <p>Goal 3: Well prepared learners for lifelong learning, world of work and citizenship.</p> <p>Goal 4: Effective working relationships with partners.</p>	<p>Goal 4: Promote the benefits of science and innovation within Alberta.</p>		



U of L Goals	U of L Strategies	Alberta Learning Goals	Alberta Innovation & Science Goals	Alberta Human Resources & Employment	Alberta Government Goals
5. Student Services	<ul style="list-style-type: none"> A. Provide students, faculty and staff with exceptional access to information technology and resources. B. Identify and update services required by students. C. Extend access to services for students, faculty, staff, and community, using emerging technologies where appropriate. 	Goal 1: High quality learning opportunities.			Goal 3: Alberta students will excel.
6. Facilities and Equipment Renewal	<ul style="list-style-type: none"> A. Address the increased demand for postsecondary education by ensuring that the proper facilities, equipment, and infrastructure are available when required. 	Goal 1: High quality learning opportunities. Goal 2: Excellence in learner achievement. Goal 3: Well prepared learners for lifelong learning, world of work and citizenship.			Goal 8: Alberta's workforce will be skilled and productive.
7. Operate Responsively and Responsibly	<ul style="list-style-type: none"> A. Increase tuition fees to the Alberta average. B. Pursue funding from external sources. 	Goal 1: High quality learning opportunities.			



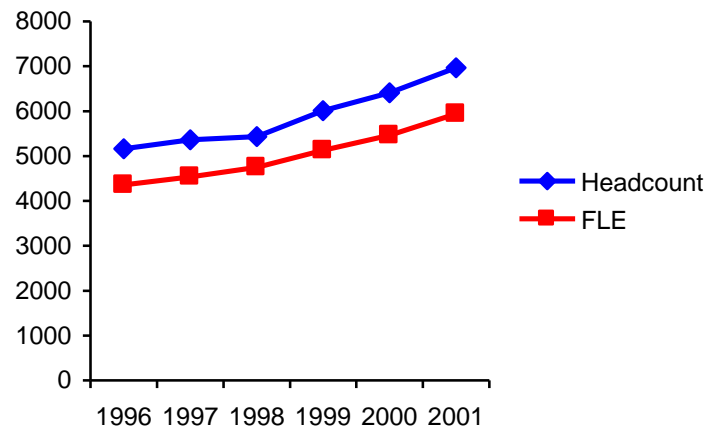
2.3 Performance Measures

The University of Lethbridge will use performance measures to assess progress related to the institution’s goals, strategies, and expected outcomes. This section describes these performance measures. Annual reports will show data that tracks progress for each performance measure.

Enrolment

This measure shows the total number of students enrolled at The University of Lethbridge. Figure 1 shows enrolment data for 1996 to 2001.

Figure 4: Enrolment 1996-2001



Graduate Satisfaction

In conjunction with other Alberta universities and university colleges, we conduct surveys of graduates, which include rating how satisfied graduates are with the education they received at The University of Lethbridge. We will use these data to assess our progress related to the Academic Excellence and Student Services goals. Table 3 shows student satisfaction data for 1999 and 2001.

Table 3: Student Satisfaction with Overall Quality of Educational Experience, 1999 and 2001

Year	% Students Satisfied
2001	85
1999	85

Graduate Employment Rates

This performance measure tracks how well University of Lethbridge graduates fare in the workforce. Data will show the participation rate and employment rate of graduates.⁶ These data will be useful in measuring the success of its strategies and actions under the Academic Excellence and Research Excellence goals.

Table 4: Participation and Employment Rates for U of L Graduates, 2000-01

	2000	2002
Participation Rate	96%	97%
Employment Rate	95%	95%

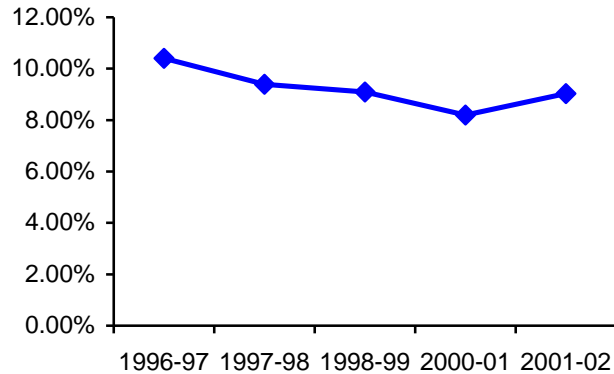
⁶ The *participation rate* is the proportion of graduates who are active in the workforce. The *employment rate* shows the proportion of these active participants that are currently employed.



Administration Expenditures

Administration expenditures as a percentage of total expenditures less ancillary expenditures will be a useful measure of the efficiency of The University of Lethbridge administration. The data in Figure 5 below shows general improvement in this performance measure. The University of Lethbridge has consistently invested more money in student services, faculty, and staff.

Figure 5: Admin. Expenditures as % of Total Expenditures Less Ancillary Expenditures, 1996-97 to 2001-02



Research Activity

The University of Lethbridge is committed to being a leader in research. To gauge progress in this area, we will use the following performance measures.

Citation Impact

This measure shows the number of times our research studies are referenced in publications. See Table 5: Citation Impact.

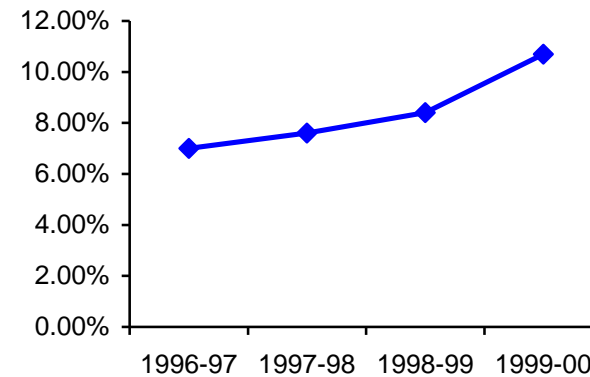
Table 5: Citation Impact, 1991-95 to 1994-98

Year	No. Citations Received	Citation Impact ⁷
1991-95	1063	2.59
1992-96	1080	2.56
1993-97	1003	2.61
1994-98	1231	3.10

Research Intensity

Research intensity data are produced by calculating the value of sponsored research divided by the value of provincial operating grants.

Figure 6: Research Intensity, 1996-97 to 1999-00



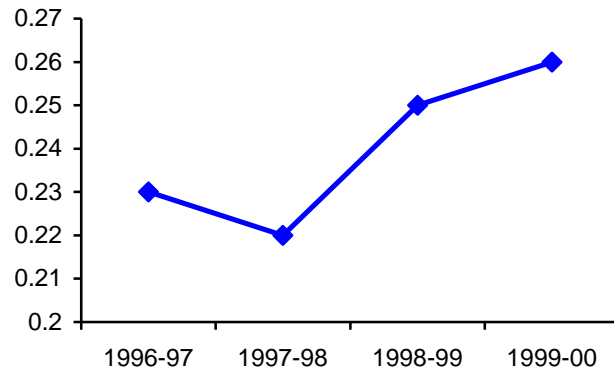
⁷ Citation impact = the average number of times a University of Lethbridge publication was cited.



Research Impact

This measure shows how well the University attracts research money from community and industry sources. Research impact is calculated by dividing the value of community and industry sponsored research by the value of total sponsored research.

Figure 7: Research Impact, 1996-97 to 1999-00



Research Council Success Rates

This performance measure tracks the grant monies that The University of Lethbridge receives from the Natural Sciences and Engineering Research Council (NSERC), Social Sciences and Humanities Research Council (SSHRC), and Canadian Institute of Health Research (CIHR). Table 6 shows recent data.

Table 6: Research Council Grants

NSERC Grants (three-year moving average)	2000	\$26,136
	1999	\$23,333
	1998	\$22,500
SSHRC Grants	2000	\$14,158
	1999	\$16,564
	1998	\$15,035
CIHR Grants (three- year moving average)	1998	\$37,955
	1997	\$33,606



3.0 Budget Information

3.1 Overview

The University is presenting a balanced budget for the 2003-04 fiscal year, with an operating budget of \$71 million. As in previous years, budget decisions were made after consultation with the University's various budget units and within the context of the University's Strategic Plan.

To achieve balanced budgets beyond the current fiscal year, we predict imposing deficit cutbacks in future years. The reasons for this include the current Tuition Fee Policy restrictions; no anticipation of Access grants, or grants for unfunded enrolment growth; no performance envelope funding; no faculty and staff attraction and retention funding; and the assumptions for compensation and inflation increases. These deficit budgets would necessitate reducing operating expenditures.

The budget reductions are likely to erode the quality of the education and research in our University. We will be unable to maintain many of the institutional qualities we are known for, including small class sizes, state-of-the-art computing and research labs, student participation in research, and a large percentage of undergraduate classes taught by tenured Faculty. These qualities have been the norm at the University of Lethbridge since its beginnings 35 years ago.

The University has a unique allocation of budget monies, where the schools and the faculties are allocated tuition fee revenues based on the credit hours they teach. This budget model has proven very successful. It gives the Deans more control over their budgets, allowing them to make good fiscal decisions. In the spring of 2002, the University Budget Committee (UBC) began a review of the budget process that has been used at our institution since 1994-95. The review process examined budget assumptions used, and began formulating policies and guidelines that would provide better direction to units for planning and financing future expenditures.

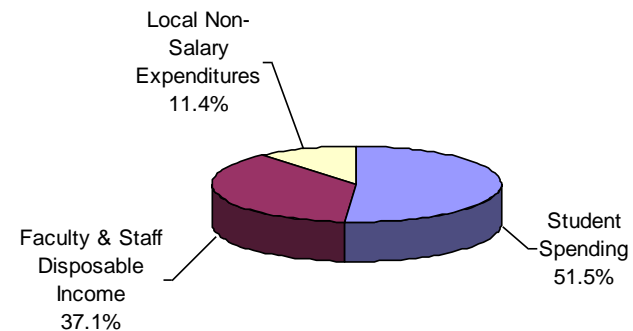
A number of recommendations were incorporated into the current budget process. These include an updated budgeting system for instructional fees using the prior three years enrolment data, reallocation of some instructional fees to a central pool to fund institutional priorities and shared University responsibilities and provide for amortization of equipment using life cycle costing.

As in previous years, the University remains committed to cost containment and continuous quality improvement, budget reviews to address changing priorities, and the critical assessment of strengths, needs, and special opportunities.

Section 3.5 (page 30) presents the proposed general operating budget.

An analysis of the economic impact of the University on the local economy showed the institution was responsible for generating 1,699 jobs and injecting \$ 123 million into the local economy in 2001-02 (see figure below).

Figure 8: Economic Impact of the University of Lethbridge, 2001-02





3.2 Key Assumptions

The operating budget for the next four years has been modeled using key assumptions, involving both revenue and expenditure adjustments (see Table 7, below). For the 2003-04 fiscal year, the University has taken a conservative approach to ensure that any changes to the assumptions will still allow for a balanced budget.

Table 7: Key Assumptions for Budget Projections

	2003-04	2004-05	2005-06	2006-07
Revenue				
Grant increase	2.0%	2.0%	2.0%	2.0%
Instructional fee increase	7.5%	4.4%	3.6%	4.0%
Expenditures				
Compensation				
Merit	~3.30%	~3.30%	~3.30%	~3.30%
Market	Pool est.	Pool est.	Pool est.	Pool est.
Benefits increases	5.00%	5.00%	5.00%	5.00%
Utilities	1.9%	1.7%	1.7%	1.7%
Insurance	33.5%	28.2%	29.7%	10.0%

3.3 Proposed Revenue Budget

The University’s overall general fund revenue budget will increase by \$3.089 million in 2003-04 as a result of increases in instructional fees, enrolment, and grants. The proposed revenue estimates are realistic and attainable, although there is little room for unexpected revenue swings apart from minor fluctuations, especially in tuition revenue. Experience, however, shows that the budget projections have tracked very closely with actual booked revenue.

There are no significant increases in any of the operating revenue sources in the coming three years. Government grants provided by Alberta Learning are for general increases in the Consumer Price Index.

Grants

The single largest revenue item for the University is government grants. The grants budget assumes a two percent increase over last year to reflect general cost pressures. Alberta Learning has not announced details of other grants (unfunded enrolment growth, performance envelope, access or faculty and staff attraction and retention funding) that have been provided in past years; these have therefore not been built into the budget for the coming years.



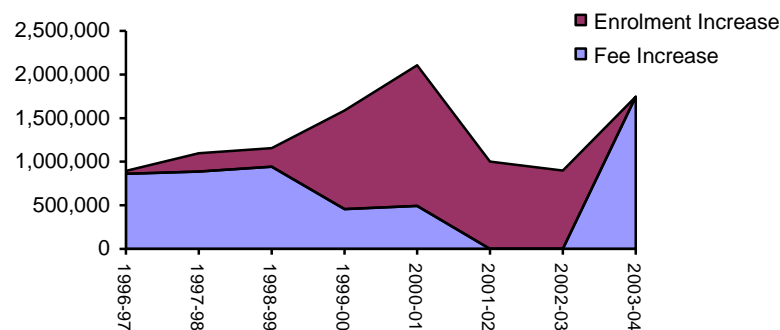
Instructional Fees

For the fiscal year 2003-04, the University projects approximately \$23 million in instructional fee revenue from all credit and non-credit instructional programs, and from the remaining non-mandatory student related fees. This is an increase of 8.1 percent or \$1.75 million over the previous year.

For the first time in three years instructional fees will increase. In the prior three years fees were frozen at the 2000 year level in accordance with Alberta Learning’s Tuition Policy which restricts increases in tuition fees if the institution’s revenue from fees totals 30 percent or more of their general operating expenditures. The University’s tuition fee cap is currently at 28.56 percent due to the increase in government grants in operating support of the new buildings on campus, the federal government’s provision of overhead research grants, and the increase in faculty attraction/retention funds.

The following graph depicts the increased revenue provided from instructional fees for the past seven years and the portion of the increases that is attributed to fee increases and from enrolment growth. By 2001-02 the entire increase in fees is attributed to enrolment growth with fees being frozen at the 2000-01 year levels.

Figure 9: Proportions of Instructional Fee Revenue due to Enrolment Increase and Fee Increase, 1996-97 to 2003-04



Other fees have increased by approximately \$400,000 in 2002-03 due to the introduction of the new Student Administrative Fee of \$10.50 per course. This fee is assessed to all students to help offset costs associated with providing student services at The University of Lethbridge, will stabilize support operations and provide additional funds to these units as enrolment grows.

The amount of operating grant per student at The University of Lethbridge was approximately \$9,500 in 1993-94, but this has declined to approximately \$6,700 per student by the 2000-01 fiscal year (see Figure 10 and Figure 11). This is a decline of nearly 30 percent for each student during that period. This has contributed to the University exceeding the tuition fee cap in previous years, and the situation must be addressed in the near future if the institution is to continue offering a quality education to its students.

Figure 10: Alberta Universities Operating Grant per Full Time Student, 1993-94 and 2000-01

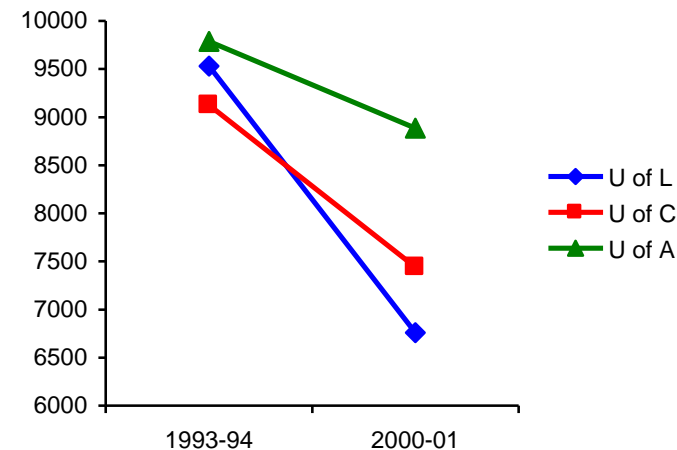
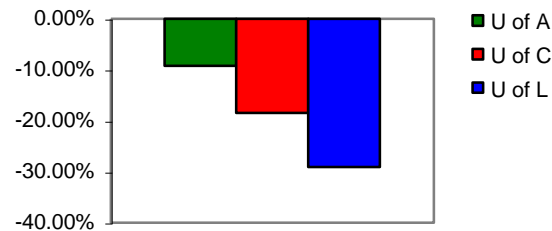




Figure 11: Alberta Universities Relative Change in Operating Grant per FT Student, 1993-94 to 2000-01



3.4 Proposed Expenditure Budget

As in previous years, the growth of our expenditures has outpaced the growth in our revenues. However, the increase in instructional fees for 2003-04 has allowed for only minimal adjustments to the budget. The subsequent two years, with fees increasing at less than the maximum allowed under Alberta Learning’s Tuition Policy requires reductions of approximately \$1.2 million in 2004-05 and \$1.8 million in 2005-06.

Expenditure line items that have been adjusted for contractual or statutory increases include salaries and benefits, utilities, insurance, software contracts, and maintenance costs.

Compensation Costs

The most notable component of the expenditure budget is salaries and benefits which make up 81 percent of the total budget. Attracting and retaining faculty and staff continues to remain one of The Board of Governors’ priorities.

In the 2001-02 and the 2002-03 fiscal years, Alberta Learning responded to the market pressures by providing special funding through the Faculty and Staff Attraction and Retention Fund. In 2004-05, the institution enters into negotiations with all employee groups on campus, and funds will have to be provided centrally to meet compensation increases. Most of the changes to the benefit category result from increases in the salary and wage base, which ultimately affects the various fringe benefit budgets.

Fixed Costs

While quite modest this year, fixed costs continue to escalate and are a factor in developing the operating budget. Like compensation cost increases, these increases must be taken off the top of any available new funds to cover the projected cost increases and provide for basic operating needs of a fixed or semi-fixed nature. A couple of noteworthy increases within the fixed cost category include utility and insurance premium costs.

Library

The demand for, and cost of, information resources continues to increase.

Technology

Technology is an increasingly important aspect of University life, and it is important to ensure funds are allocated to provide the tools and expertise to make operations more efficient and effective.



3.5 General Operating Budget

Figures shown are in thousands of dollars.

	2003-04 Approved Budget	2004-05 Proposed Budget	2005-06 Proposed Budget	2006-07 Proposed Budget
REVENUE				
Grants	42,974	43,833	44,710	45,604
Tuition and related fees	24,019	24,221	25,084	26,087
Sales of services and products	2,760	2,364	2,364	2,364
Miscellaneous	371	480	525	525
Investment income	2,000	2,250	2,250	2,250
Amortization of deferred capital contributions	6,668	6,850	7,200	7,500
	78,792	79,998	82,133	84,330
EXPENSE				
Salaries and employee benefits	51,189	54,368	57,744	60,325
Scholarships and bursaries	553	550	550	550
Supplies and services	4,874	4,810	5,075	4,975
Repairs and maintenance	2,654	2,650	2,650	2,650
Travel	1,071	921	921	921
External contracted services	896	900	774	500
Utilities	2,853	2,903	2,953	3,003
Professional fees	327	378	378	378
Interest on long term liabilities	528	635	635	635
Insurance	232	295	380	418
Provisions	5,340	3,238	1,723	1,625
Amortization of capital assets	8,275	8,350	8,350	8,350
	78,792	79,998	82,133	84,330
EXCESS OF REVENUE OVER EXPENSE	-	-	-	-



3.6 Statement of Cash Flows

Figures shown are in thousands of dollars.

	2001-02 Actual	2002-03 Approved Budget	2003-04 Approved Budget
CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:			
Excess of revenue over expense	\$8,545	-	-
Non-cash transactions			
Amortization of deferred capital contributions	(5,086)	(4,898)	(6,668)
Amortization of capital assets	9,526	9,255	8,275
Loss on disposal of capital assets	61	-	-
Decrease in unfunded staff benefits	(481)	(200)	(200)
Increase (decrease) in non-cash operating working capital	(3,493)	5,000	5,000
	9,072	9,157	6,407
CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES:			
Deposit on capital equipment	550	-	-
Purchase of investments (net)	(4,258)	4,000	(1,000)
Capital asset additions			
Internally funded	(5,959)	(2,821)	(5,595)
Externally funded	(13,243)	(6,614)	(1,572)
Financing	(2,900)	-	(4,000)
Collection additions	(881)	(500)	(500)
Proceeds on disposal of capital assets	41	-	-
Increase (decrease) in construction accounts payable	(5,513)	500	(500)
	(32,163)	(5,435)	(13,167)
CASH PROVIDED BY (USED IN) FINANCING ACTIVITIES:			
Capital contributions received	13,868	6,614	1,572
Endowment contributions received	272	250	250
Capitalized investment earnings	267	250	250
Long term debt proceeds	2,900	-	4,000
Long term debt repayments	(255)	(10,200)	(400)
	17,052	(3,086)	5,672
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(6,039)	636	(1,088)
CASH AND CASH EQUIVALENTS, beginning of year	10,072	4,033	4,669
CASH AND CASH EQUIVALENTS, end of year	\$4,033	4,669	3,581



4.0 Enrolment Plan

4.1 Enrolment Expansion

For the seventh consecutive year, The University of Lethbridge has reached record enrolment levels. The fall 2001 enrolment exceeded the 2000 level by almost 9 percent, evidence that the University's planned program changes are sound, and attractive to prospective students. It also reflects the University's commitment to meeting the increasing provincial demand for postsecondary education.

Enrolment Plan

The University of Lethbridge has a strong tradition of providing access to a university education for Albertans and other Canadians. The University is committed to providing increased access if the financial resources are available. The most pressing problem we currently face is a freeze on tuition fees.

The University of Lethbridge is the only Alberta university whose fees are frozen, even though our course fees are much less than the other residential universities in Alberta (see Figure 3: Alberta Mandatory Fee Comparison, page 6). The University of Lethbridge is currently working with Alberta Learning to revise this policy. Unless the University is able to charge the same fees as other Alberta universities for comparable courses, we will not be able to acquire the faculty, staff and resources necessary for future growth. If our fees remain frozen, we must stabilize our student numbers at their current level. (See also: Tuition Fee Revenues, page 5.)

4.2 Program Expansion

To build on our increasingly successful program array, The University of Lethbridge has proposed expansions in its high-demand undergraduate programs of Management (B.Mgt.), Multimedia (B.F.A.), and Addictions Counselling (B.HSc.). The University is also developing a proposal for the Niitsitapi Education Program, a First Nations teacher education program.

These proposed expansions derive from clear evidence of unmet market demand. All of these programs will require Access Funding and a removal of the tuition fee freeze.

Arts and Science

The proposed undergraduate enrolment increase for Baccalaureate degrees in the Faculty of Arts and Science will meet growing demand in all disciplines within the faculty, and will benefit substantially from the Access program for general Arts and Science expansion.

The Access program in Geographical Information Systems (GIS) will focus on admitting students through direct entry to the four year Bachelor's program in Geography (concentration GIS) and through post-diploma articulation agreements from various colleges across Canada. Graduates of this program are professionals capable of applying computer-based spatial data processing tools to analyze data on geographical and earth science phenomena, much of which is gathered through remote sensing tools. Rapid development and growth in GIS offers great opportunities in industry, government, business, teaching, and research, and new careers are emerging in many academic areas.

Management (B.Mgt.)

The proposed undergraduate enrolment increase for the Bachelor of Management program is the result of increased interest from students. The Faculty of Management has proven to be highly successful, with its focus on technology in the Access programs.

The Faculty of Management has achieved the enrolment targets required by its most recent Access funding, and has reached capacity on student enrolments across all three campuses. Without additional external funding, the Faculty will be forced to maintain current enrolment numbers.



Multimedia (B.F.A.)

This expansion will focus on admitting students through direct entry to this four-year program, which meets increasing employer demands. The program combines technical skills in multimedia with a broad education in music, visual arts, and drama. The intent is to create professionals capable of applying creativity and the arts to communications and information technology. Employers favour well-rounded, arts-based training, rather than training focusing primarily on software. The University of Lethbridge's Multimedia Program meets this need with its 13 core multimedia courses, taught by individuals experienced in the performing and graphic arts.

There is considerable demand for this type of program, from both employers and potential students. Currently, 27 agencies specialize in seeking talented people in multimedia, and at least 54 Canadian companies employ people primarily in computer graphics. In 2000, there were three applications for every available seat in our Multimedia program. Our multimedia program cannot meet the demand at its present funded capacity.

At the requested rate of 25 FLEs annually, beginning in fall 2002, the program will reach a continuing population of 100 additional FLEs by fall 2005.

Addictions Counseling (B.HSc.)

The proposed increase in this program will meet growing demand, stabilize the program by allowing it to grow to an efficient size, and build the program's record and reputation.

The growth will also allow this program to mature and increase its quality. As the program is unique in Canada, it is attracting students from other provinces. Presently, the program is benefiting from the experience of the first student cohorts in the classroom and in work placements. The first graduates have done well in the job market, and the expansion of the program will increase its stability, responsiveness to graduate demand, and reputation.

Nursing (B.N.)

The proposed increase for the baccalaureate program in nursing is designed to meet a forecasted shortage of nurses, and heightened interest in the program. Current market projections suggest a major shortage of qualified nurses is imminent. The shortfall in Canada is expected to be as much as 113,000 over the next decade, which suggests a shortage of about 11,000 in Alberta.

The University of Lethbridge has partnered with Lethbridge Community College to offer a "2+2" nursing program. To date, there has been a significant shortfall in funding for this program. If we are to meet the strong demand for this program, government funding is essential.

Niitsitapi Teacher Education Program

The Niitsitapi Education Program is a joint initiative by Red Crow Community College and the Faculty of Education, University of Lethbridge, to develop a First Nations teacher education program. The program will be designed to rely heavily on the use of the Blackfoot language and other cultural components of the Blackfoot community. It will graduate teachers that have an understanding of Blackfoot epistemology, pedagogy, and ideology.

The current proposal is for one cohort group to enter the teacher education part of the program. Students admitted will have successfully completed two years of University-level work, and will be able to demonstrate knowledge of the Blackfoot culture and language. Graduates will meet teacher certification requirements of Alberta Education, and will be good teachers in any school setting—Aboriginal or non-Aboriginal—but with particular expertise in teaching Blackfoot children.



Special Case Ph.D.

In June 2000, The University of Lethbridge received approval to offer a Ph.D. program in selected disciplines. The first areas of implementation will be neuroscience, biotechnology, and information science. The first students in the Ph.D. (Behavioural and Cognitive Neuroscience) program began in May 2001. The current plan is to admit a maximum of nine students per year, to a maximum of 40 students at any one time across all approved research areas.

Masters

The University of Lethbridge proposes to increase the number of graduate students in the M.Ed. and M.A. or M.Sc. programs by 20, beginning in September 2002. By 2004-05, these programs will reach a steady state of 40 students.

While The University of Lethbridge remains committed to being primarily an undergraduate institution, the M.Ed. and M.A. or M.Sc. programs have helped the University recruit and retain excellent faculty, and maintain research productivity.

Increased opportunities for graduate studies bring benefits to both faculty members and students. Faculty members who hope to compete effectively for funds must have access to graduate students, and the students bring energy and new ideas to the faculty. In some areas, students can study at the Doctoral level with professors who are among world leaders in their fields. Recent research reported by Statistics Canada shows that Masters graduates earn 25 percent more than baccalaureate graduates, and have lower unemployment rates.

Table 8: Program Expansion Summary

Group	Cohort Size	FLEs by Fiscal Year			
		02/03	03/04	04/05	Continuing
Arts and Science					
GIS	40	60	80	80	80
Expansion	40	80	80	80	80
Management					
Expansion	67	67	134	200	225
Fine Arts					
Multimedia	25	25	50	75	100
Health Sciences					
Addictions Counselling	20	20	40	60	80
Nursing	25	25	50	50	50
Education					
Niitsitapi ⁸	20 (est.)	-	-	-	-
Graduate Studies					
Ph.D.	9	9	18	27	40
Master's	20	20	40	40	40
Total enrolment increase:		166	332	452	535
Total increase in FLE:		166	332	452	535
Number of graduates:		0	50	50	166

⁸ Specific numbers were not available at date of publication.



5.0 Capital Projections

5.1 Overview

With enrolment levels increasing by an average of five percent each year, the University's focus has been the ability to address the increased demand for postsecondary education, and the growing student population. The University has worked hard to solidify the administrative structure and academic environment to cope with increased enrolment.

Enrolment growth also brings the ongoing space issue. Over the last two years, we have added classroom, computer labs, research, and office space. Although the additional space that the University Library and the vacated library space provided will alleviate some of the space pressures, we need to address areas like specialized teaching and lab space, student housing, and auxiliary space requirements in recreation and culture.

5.2 Renewal and Upgrading

The institution's first priorities in renewal and upgrading funding are safety, energy conservation, and life cycle cost issues.

Deferred Maintenance

The Deferred Maintenance Study, produced by the Canadian Association of University Business Officers in 2000, warned that postsecondary institutions in Canada have a serious problem with the poor conditions of their facilities.

Alberta Infrastructure recently completed a facilities study as well, which also took into account the building envelopes, and the Facilities Condition Index is now estimated at 24 percent. A high FCI means that buildings are deteriorating faster than the institution can get funding to maintain them. Ideally, funding for facilities maintenance should be 1.7 percent of the building replacement costs, which for The University of Lethbridge is about \$4 million per year. Over the past 12 years, actual funding for facilities maintenance has been \$945,000 per year, which is 23 percent of the ideal funding levels.

The University is working closely with Alberta Infrastructure to ensure the facilities condition database is kept up to date, to support the planned renewal and upgrading of facilities in a cost effective manner.

Although the University has been fiscally responsible in ensuring that funds are available in the future to maintain our physical facilities, it has put pressure on our budget, as funds that could have been used for teaching are diverted to facilities maintenance.

Infrastructure upgrades

When new buildings are required on campus, it will be necessary to upgrade the services that support these buildings. The University will have to build new capacity into the current power plant, or auxiliary services will have to accompany new construction projects.

5.3 Long-Term Projects

The University of Lethbridge has identified the following long-term projects as priorities. Each project is critical to the future development of the University, and intended for funding by different groups. For example, a particular project might be more suitable for government funding, whereas others are more fitted for funding by users or private donors.

Instruction

Demand for Technology

The demand for increased technology in the classrooms, labs and administration puts additional pressures on the University's resources. To remain a leader in the use of technology, the University has a unique and cost-effective approach to replacing computers for teaching and administration functions.



The campus-wide Technology Access Program replaces the central student computer labs with high-end computers every 12 months, without an increase in funding. The program has allowed for bulk purchase of computers. This reduces the average acquisition cost of computers by an estimated 50 percent.

Centre for Leadership Building

The University of Lethbridge's Faculty of Management is growing at an exceptional rate, resulting in an immediate need for new accommodations. The Faculty has had new Access Programs approved, which will expand it by 400 FLEs by 2004, and needs an additional 39 faculty and staff over the next four years. The Faculty also has an M.Sc. (Mgt.) program, which further increases the Faculty space needs.

The Faculty is currently housed in space that is not conducive to teaching and research. A new facility would require 5,700 sq.m., at a projected construction cost of \$15 million. The Board of Governors has identified this project as the highest priority for future construction.

Water Institute for Semi-arid Ecosystems

The Water Institute for Semi-arid Ecosystems (WISE) requires a new facility to expand the research capacity of water resources. The University proposes that this facility be situated adjacent to the Canadian Centre for Behavioural Neuroscience.

The WISE research initiative will increase collaboration with other public and private institutions, and will be a vehicle for more participation by such groups in the future. Water is the most strategic issue on southern Alberta, the most intensely farmed region in Canada. The University has been active in water research for a number of years, through collaborations with other private and public institutions. Water resources are of great importance to our community, and the University is committed to strengthening this area of research.

Student Residences

There is an undeniable need for more student residences on campus, due to increased enrolment and an increasing out-of-town student population. According to market research, there is overwhelming demand for on-campus housing. Research has also proven that there are added benefits to students who live on campus, such as better integration into the university environment, higher academic achievements and greater retention. There are currently 504 students in residences, approximately seven percent of the University's student population, but the University has turned away a significant number of applications for the limited housing spaces available.

The Board of Governors approved the construction of a 96-bed residence project in February 2003. The residences will be completed for the Fall 2003 semester.

Regional Cultural / Wellness Centre

The University of Lethbridge is in serious need of additional recreational and cultural facilities to meet the demands of its growing population. The proposed Regional Centre/Wellness Centre would address this need, and would provide facilities for one of its research priorities, maintaining wellness in the aged, conducted by the Department of Kinesiology and Physical Education and the Faculty of Education. The University is also partnering with local health authorities in order to meet the needs of the community in wellness.

The proposed Centre would also provide extra space for the University's art gallery, which has an outstanding reputation and recognition in the art community. The small size and poor location of the current space severely limits the ability to make the collection available.

Funding required to construct a facility that would address recreational and cultural needs is estimated at \$24 million.



5.4 Effects of Capital Plans

The University continues its commitment to meeting the challenge of increased postsecondary demand on the provincial system. The institution is currently operating at capacity, but the capital projects discussed in section 5.3 would accommodate future planned expansion.

To plan effectively and efficiently, the University selects program changes that share infrastructure and expertise as much as possible. The program expansions build on existing programs, which minimizes program development costs and shares infrastructure. Even where additional infrastructure is needed, the expertise gained from the existing programs will help to contain costs. For example, in information technology programs, the University's state-of-the-art network and computer laboratories provide an effective shared resource.

Life Cycle Costs

When planning the expansion of its facilities, the University ensures that life cycle costs of its facilities are kept to a minimum. We believe that energy efficiency and ease of maintenance are integral to building planning.

Library Resources

The University Library has solved some space issues, such as additional collection areas, classrooms, and study space. Unfortunately, it does not address the issue of limited library resources, and the University struggles with the need to commit more dollars to improving the library collection in a number of disciplines, and in trying to keep pace with the impact of inflation and the falling dollar.

Effective Technology

All new instructional space will have an appropriate level of technology, including network access and multimedia instructional capacity. This will support the University's goal of remaining a leader in the effective use of technology in learning and research.



5.5 Capital Budget

Figures are in thousands of dollars.

		2002-03 Approved	2003-04 Approved	2004-05 Proposed	2005-06 Proposed	2006-07 Proposed
		Budget	Budget	Budget	Budget	Budget
SOURCES OF FUNDS	Alberta Learning / Alberta Infrastructure Infrastructure Renewal (IRE) reserve	\$ 1,914	1,572	3,072	4,536	3,472
	University contributions	2,821	4,891	2,217	2,200	2,674
	Vacated Library Space - IRE Facilities	2,200	-	-	-	-
	Vacated Library Space - Access funds	2,500	-	-	-	-
	Parking reserves	-	639	1,084	379	528
	Housing reserves	-	65	98	206	-
	Financing - student residences	-	4,000	-	-	-
	TOTAL FUNDS	\$ 9,435	11,167	6,471	7,321	6,674
PROPOSED CAPITAL EXPENDITURES	Facilities:					
	Vacated Library Space	\$ 5,000	-	-	-	-
	Student Residence Expansion	-	6,159	-	-	-
	Capital Maintenance	1,683	1,822	3,372	4,836	3,751
	Facility Upgrade	681	700	280	320	600
	Parking and Roads	842	639	1,084	379	528
	Equipment:					
	Arts and Science	161	482	482	482	482
	Education	30	90	76	85	85
	Management	66	158	141	141	141
	Fine Arts	96	60	60	60	60
	Health Sciences	-	13	13	13	13
	PE Facilities/Aquatics	52	188	184	108	125
	Motor Vehicles	31	-	-	60	60
	Housing	119	65	98	205	125
	Telecommunications	-	40	50	30	30
	Administrative Support Units	-	178	150	102	96
	Information Technology	334	285	274	296	302
	Printing	105	122	40	25	15
	Bookstore	90	100	65	15	150
Athletics	25	10	25	40	25	
Classroom Technology	120	56	77	124	86	
TOTAL PROPOSED CAPITAL EXPENDITURES	\$ 9,435	11,167	6,471	7,321	6,674	



6.0 Tuition Projections

For the fiscal year 2003-04, the University projects approximately \$23 million in instructional fee revenue from all credit and non-credit instructional programs, and from the remaining non-mandatory student related fees. This is an increase of 8.1 percent, or \$1.75 million over the previous year.

For the first time in three years instructional fees will increase. In the prior three years fees were frozen at the 2000 year level in accordance with Alberta Learning’s Tuition Policy which restricts increases in tuition fees if the institution’s revenue from fees totals 30 percent or more of their general operating expenditures. The University’s tuition fee cap is currently at 28.56 percent due to the increase in government grants in operating support of the new buildings on campus, the federal government’s provision of overhead research grants, and the increase in faculty attraction/retention funds.

The increase in instructional fee revenue provided in the budget is attributed to both increases in fee rates as well as to planned enrolment increases in each of the faculties and schools. This increased enrolment is general growth and does not reflect increases funded through Access Programs.

Table 10: Current and Proposed Tuition Fee Revenues

Current 2002-03	\$ 20,922,000
Proposed 2003-04	\$ 24,019,000
Proposed 2004-05	\$ 24,221,000
Proposed 2005-06	\$ 25,084,000
Proposed 2006-07	\$ 26,087,000

Table 9: Current and Proposed Per Course Instructional Fees

	Current 02-03	% Increase	Proposed 03-04	% Increase	Proposed 04-05	% Increase	Proposed 05-06	% Increase	Proposed 06-07
Undergrad	\$347	7.5%	\$373	5%	\$393	5%	\$411	5%	\$432
Grad	\$422	6.6%	\$450	5.5%	\$475	3.2%	\$490	5%	\$515
Materials & Services	\$24		\$24		\$24		\$24		\$24



Appendix One: The University of Lethbridge Strategic Plan, 2003-2008

Our Mission

The University of Lethbridge exists to develop individuals who are creative and inventive discoverers, leaders and independent learners, well prepared to contribute significantly to their local, national, and global communities. We, The University of Lethbridge, care about what our students, staff, and faculty need to achieve this goal. Thus, we provide excellent programs with a liberal education focus, outstanding and inspirational teaching, intellectual horizons that extend far beyond the boundaries of our community, quality services, an inclusive and diverse campus within a climate of respect, high quality facilities and resources, and a commitment to responsible action.

The University also has a social responsibility to protect free inquiry and scholarship, and to push the frontiers of current knowledge through innovative research. Taking this responsibility seriously, we cultivate a community that fosters intellectual exchange, creativity, originality, and discovery.

Our Vision

The University of Lethbridge strives to build the most vital and engaging learning environment in Canada, through superior teaching, research, and creative achievement.

Our Fundamental Principles

Preamble

The University of Lethbridge operates under the guidance of the Board of Governors, and is subject to the provisions of the Universities Act. The General Faculties Council and the councils of the faculties and schools determine the University's academic programs and priorities. The University relies on a framework of policy and strategy, constructed through collegial processes, to set priorities and conduct operations promptly and responsively.

Administrative services are provided by a highly qualified professional staff.

The fundamental principles of The University of Lethbridge reflect its commitment to students; to society; to creativity, inquiry, and discovery; and to responsible action.

The Principles

Our Commitment to Society

We protect free inquiry and expression. In keeping with the unique mandate of the university in society, The University of Lethbridge supports and protects artistic expression and the free and open scholarly discussion of issues, including those that are controversial. We also have an obligation to address long-term issues and those of broad scope.

We work for the public good. As a public institution, The University of Lethbridge promotes and provides degree-level education for the public good. As a university, we promote scholarship, research, and creativity at the highest level and quality, including research of particular relevance to the region, and we share the benefits of that learning with the community. The University bases its decisions about programs, standards, and capacity on the best available evidence. Within that context, we use innovative methods and processes to optimize the openness of the institution to qualified students.

We are connected with the community. The University publicizes its research, scholarship, creative activities, and other initiatives that have significance for society. Members of the University contribute to the community based on their professional expertise. To these ends, the University develops relationships with organizations and individuals, and shares its facilities and resources for the good of the community. We acknowledge faculty, staff, students, and alumni for initiative and creativity that leads to the increased involvement of the University in the community.



The University of Lethbridge values its close and mutually supportive relationship with its alumni, who exemplify the benefits of the University and communicate its value locally, provincially, nationally, and globally.

We believe in diversity, and equal opportunity for participation. Diversity strengthens the University and enriches the experience of our students, staff, and faculty members. We respect, appreciate, and encourage diversity, and provide equal opportunity for full participation in the University. We are an inclusive community, in which students, staff, and faculty members feel welcome, respected, valued, and empowered to contribute fully.

We are dedicated to removing barriers to full participation wherever possible. The University facilitates accessibility by all students, staff, and faculty members to the intellectual, physical, and social aspects of the institution.

We believe in gender equity. The University of Lethbridge honours the rights of all and treats people with dignity and respect. We acknowledge the similarities and differences among women and men, and seek to remove all barriers that inhibit an individual's aspirations and potential. The University will create a supportive environment through education and communication. Equity is inclusive.

We encourage and support the participation of First Nations peoples in all aspects of the University community. The University of Lethbridge values its relationship with First Nations peoples, and collaborates widely to develop programs that are relevant and available to them. We work with First Nations peoples to ensure that these partnerships, and the resulting programs, continue to meet all students' needs.

We are environmentally and socially responsible. When making decisions about the design and operation of The University of Lethbridge, we act ethically and responsibly, considering environmental sustainability and good citizenship.

Our Commitment to Students

We are student-centred. Students give focus and meaning to The University of Lethbridge. The University helps students achieve their full potential by facilitating their intellectual growth and academic and personal excellence. To this end, the University maintains high academic standards and excellent programs, supported by high-quality, responsive services.

The University of Lethbridge supports and encourages the growth of the student as a whole person, in an atmosphere based on equality of treatment, freedom from discrimination, and responsible use of authority.

We inspire. The University of Lethbridge aspires to inspirational teaching that ignites intellectual passion and stimulates a thirst for knowledge. We value and support many approaches to teaching and learning, in a variety of settings within the University and in the broader community.

We believe in excellence in undergraduate education. The University of Lethbridge treasures its reputation for quality, responsiveness, and innovation at the undergraduate level. We will continue to sustain and enhance our reputation as an outstanding undergraduate institution. Recognizing that our capacity is constrained by resources, we preserve our value for students and society by managing our size, and concentrating on fields that reflect the excellence of faculty members and the interests of students and society.

We believe graduate programs are essential. Graduate programs, closely integrated with undergraduate and research programs, are fundamental to the mission of The University of Lethbridge. Because graduate programs are highly specialized in their focus and requirements, the University implements them selectively. Through them, we contribute to the personal, intellectual, and professional development of individuals, and help meet society's need for citizens with the highest levels of professional and intellectual achievement. In offering graduate programs, the University uses creative approaches appropriate to the disciplines.



We believe education is a journey, not a destination. A true measure of our success is our alumni's continuing interest in a lifetime of learning, and their commitment to this goal. Although The University of Lethbridge focuses on degree programs, we offer courses for students who wish to pursue lifelong learning. We are open to alliances or partnerships to provide quality programs that are approved and recommended by professional associations and other organizations.

We promote face-to-face learning. Teaching at The University of Lethbridge takes place primarily on our Lethbridge campus and our satellite campuses in Calgary and Edmonton, reflecting our belief that people learn best when they work together in the same place at the same time. We use information technology to supplement this form of instruction. The University delivers courses at a distance when appropriate for the program and the students.

We expand horizons. A global perspective is essential to The University of Lethbridge in its teaching, learning, and research. The University educates its students to become well-rounded citizens of a complex society, capable of making important contributions in Canada and elsewhere in the world.

The University of Lethbridge invites students and faculty members from around the world to participate in learning at the University, and provides international opportunities for our students and faculty members to experience other cultures.

We give students the best preparation for their future. The University of Lethbridge provides students with a liberal education—a solid foundation for personal and professional growth. Liberal education promotes the development of academic skills that students can apply to a wide range of experiences, and a broad base of knowledge in the human, aesthetic, ethical, scientific and organizational disciplines. It encourages a multi-faceted, reflective approach to the complex challenges of the 21st century.

Our Commitment to Creativity, Inquiry, and Discovery

We encourage and support research, scholarship, and creative work. The University of Lethbridge stimulates and supports research, scholarship, and creative work in all areas in which we teach, and in areas of special relevance to the region and province. This link between research and teaching allows us to explore what is known, challenge how it is known, and thus influence the nature of teaching. We value and protect an environment of free inquiry in which to conduct research, scholarship, and creative work, and communicate the results of these activities with others. We encourage student involvement in research, scholarship, and creative activity.

We conduct basic and applied research in many forms. Research conducted at The University of Lethbridge is both basic and applied. Basic research includes that with the broadest scope and longest term. The University has a responsibility to analyze and reflect on these matters, and to communicate the outcome of these efforts. The University also concerns itself with applied research, particularly that which affects the well being of our community. Given the range of disciplines involved, research at the University takes many forms.

Our Commitment to Responsible Action

We advance the interests of The University of Lethbridge. The University of Lethbridge communicates with its internal and external communities so that its mission, goals, and work are well understood. We engage our alumni and other supporters in the activities of the University. We build the value of the University to society by developing mutually supportive relationships with governments, individuals, and organizations.



We are active and innovative in recruitment and retention. In developing a coordinated institutional approach to the recruitment and retention of excellent faculty members and staff, The University of Lethbridge pursues new and innovative ideas, implements the most effective strategies, and monitors their success.

We practice sound financial and resource management. The University of Lethbridge maintains exemplary financial management of our public and private funds, through the sound management of our budgeting and planning processes, and the preservation of our human and physical assets. The University allocates resources efficiently and effectively, consistent with the institution's principles and values.

We use technology effectively. The University of Lethbridge is a leader in the effective use of technology to support learning and research; to prepare students, faculty members, and staff to work effectively in a highly technological environment; to manage the processes that support the delivery of programs and services; and to expand opportunities for individuals to learn, work creatively, and conduct research. We use technology to facilitate and enhance, not supplant, learning relationships among students, faculty members, and other university stakeholders. The University considers technology a means, not an end.

Our Strategic Priorities

With this Strategic Plan as the framework, The University of Lethbridge commits to continuing action in the areas in which we presently excel, as outlined in our Mission statement, and in those key areas where enhancement is required. The following Strategic Priorities represent these key areas, in which The University of Lethbridge will apply a special effort so that the institution can more successfully align itself with its Mission, Vision, and Fundamental Principles.

Students

- Improve student financial support through scholarships, bursaries, work opportunities, and other initiatives.
- Expand opportunities for graduate studies.
- Foster a sense of healthy culture and community for students.

Diversity

- Improve support and participation of First Nations in the University community.
- Ensure gender inclusivity by promoting and implementing equity within the University community.
- Increase the international focus of The University of Lethbridge, through the recruitment and exchange of students and faculty.

Teaching and Research

- Provide support for faculty in the enhancement of effective teaching skills and strategies.
- Pursue additional funding to support scholarly activity across a wide range of disciplines.
- Develop centres of research excellence across the faculties and schools.

Facilities

- Increase state-of-the-art academic space on campus.
- Increase student residence space.
- Provide access to additional recreation and leisure space.
- Expand research space in all disciplines.



Outreach

- Work with our alumni to help advance the mission and vision of The University of Lethbridge.
- Raise the profile of The University of Lethbridge in the provincial, national, and international arenas.
- Improve relationships and increase involvement with individuals and organizations for the good of The University of Lethbridge and the community.

Our Next Steps

The University of Lethbridge will continue to take action in the areas in which it currently excels, as outlined in the Mission, and in areas that embody and realize the Fundamental Principles. The Board of Governors, Faculties, Schools, students, administrative and support staff, and our alumni will be asked to identify their role in addressing our Strategic Priorities. The units will identify specific actions, targets, and dates for completing these targets. They will then be asked to report back to the Strategic Planning Group annually on their progress in accomplishing these targets.